

symbols

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BACKGROUND INFORMATION

Subject(s)	Social Studies
Topic or Unit of Study	American Symbols
Grade/Level	Grade 4

STANDARDS & ASSESSMENT

Standards

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▼ NJ- New Jersey Core Curriculum Content Standards

▼ **Subject:** Social Studies (2009)

▼ **Standard:** 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

▼ **Strand:** D. History, Culture, and Perspectives

▼ **Proficiency Level:** By the end of grade 4

▼ **Content:** Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

Cumulative Progress Indicator:

6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Assessment Plan

Pre-Assessment: Have a discussion about any US symbols they may know.

Formative Assessment: Walk around the room and check for understanding.

Summative Assessment: Hand out an exit card to make sure they grasped the concepts that were to be comprehended.

Assessment/Rubrics

IMPLEMENTATION

Goal(s)

The students will have a better understanding of four of the United States symbols and what they represent.

Objective

- The students will be able to name four of the United States Symbols.
- The students will be able to understand what four of the symbols of the United States mean and what they represent.

Purpose

The purpose of this lesson is for the students to have a better understanding of some of the United States symbols and what they mean for this country. They should understand how symbols are everywhere and that they represent other things. They will have a better understanding of how to relate them to real life.

Procedure

Pre-Assessment- This lesson is a part of a US history unit that is currently taking place in Social Studies class.

--Ask them if they can think of a symbol that they see or hear or use in their daily life? Ask them to explain what a symbol means? Ask the students if they understand how important symbols are? Continue by explaining to them that symbols are all around them and they can be as important as the green or red light at a stop light or maybe just the color red that usually symbolizes love!

1) Engage

- Begin by playing them a BrainPop video.
<http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/>
- Watching the video should provide the students with a better understanding of the four US symbols that they are about to learn.

2) Exploration

- As a whole class go over the concept map for the four US Symbols that we will be learning for this unit on American Heritage. Use Inspiration 9.0. Add to the concept map: Who and When.
- Break the students into their already formed groups and tell them to get ready for a fun activity!
- Next tell the students that they will be learning about four United States symbols and why they are national symbols that represent our country.
- Explain that each group will be assigned to a US symbol. Tell them to make sure they learn everything they can about that symbol because they will be putting together a class poster that will be featured in the Atlantic City Press for Flag Day! Also remind each student that they have to present their findings to the class. Then, as a whole class they should figure out how they are going to place a picture and also a form a caption for each symbol on the poster. Tell the students to make sure to be creative. Each group will be given different materials. They are to use the materials to come up with a unique way to represent their symbol for the class poster. Each of the materials will already be placed in a bin for each group so they can dig right in!

- **Group A**- They will be doing a Liberty Bell website search to find out the meaning of the Liberty Bell and why it was chosen as a US symbol. This group will be given confetti, paper clips, construction paper, glue, and markers.
- **Group B**- They will be doing an American Flag website search to find out all about the American Flag. They will be given cotton balls, construction paper, glue, markers, and felt.
- **Group C**- This group will be learning about the White House. They will have to do a website search to find out all about the White House. They will be given construction paper, markers, glue, and popsicle sticks.
- **Group D**- They will be doing a website search to find out about the about the Bald Eagle. They will have to come up with a picture of how they are going to represent the bald eagle. They must find and cut out in magazines a way to do so. They will be be given a stack of newspapers and magazines, construction paper, markers, and glue.
- Each student will be given a worksheet that will consist of questions to answer as they do their website search. Each group will have to read all the information and choose the best caption for their United States symbol for our class poster. (They will be using their reading and Language Arts skills to do so--Summarizing/ Writing.)

3) Explanation

- Now for this part of our lesson they will be putting together all the information that they've found about their symbols and present them to the class. They will each get a worksheet that is composed of questions to help guide their answers. They will use this worksheet to fill out what they learned about each symbol.
- They will be told to make sure they include all of the important points of the presentations, therefore the rest of the class can learn from what each group found (the four symbols).

4) Elaboration

- At this point I will have the students take all of their information that they have learned and apply it to real life. They will be told: for example, lets remember the true meaning of symbols and what they are and how they are used in our daily life. Have each student come up with a symbol that they see, hear, or use everyday. This will be a great way for them to recognize what they are learning and apply it to real life. Make sure to explain to the students that this is very important for them to understand and how our country decided to use these symbols to represent the patriotism that makes up this country.

5) Evaluation

- To conclude this lesson have the students do an exit card (I fell this is the best way for the teacher to evaluate who is on point with this lesson or who is falling behind). Hand out an index card and have them write down something that they learned about the four US symbols that they found interesting.

**Special Needs Component
[modification(s)]**

Sample Student Products

Model(s) of Instruction

Time Allotment

1 class periods. 45 Mins. per class.

**Author's Reflection
(s)/Critical Analysis****MATERIALS AND RESOURCES**

Instructional Materials**Attachments:**

1. [US Symbols.jpg](#)

Resources